

Role/ Occupation	Further Education Learning and Skills Teacher (LST)	Duration	Minimum 24 months
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The Learning and Skills Teacher (LST) is ‘dual-professional’, having first achieved competence in a vocational or subject specialism and then subsequently trained as a teacher. This means that many teachers in the Education and Training Sector (ETS) begin teaching as a second, or even later, career. The LST role is pivotal to the success of traineeship and apprenticeship programmes, in delivering effective vocational education and training that meets both learners’ and employers’ needs.

LSTs teach young people and adults within all parts of the ETS, including: work based/independent training provision; further, adult and higher education; offender-learning; and the voluntary sector. LSTs are responsible for planning and delivering learning that is current, relevant, challenging, and that inspires learners to engage and achieve their full potential. LSTs collaborate closely with colleagues and other ETS professionals in supporting learner progress. LSTs ensure the physical, psychological and social wellbeing of learners.

The LST apprenticeship requires development of the following professional behaviours, skills and knowledge:

Professional behaviours. The Learning and Skills Teacher will:

- a) Operate at all times to ethical and legal standards and within professional boundaries
- b) Value diversity and actively promote equality of opportunity and inclusion
- c) Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control
- d) Promote a passion for learning and high expectations of all learners
- e) Model exemplary communication skills with learners and in all professional relationships
- f) Be a role model for the effective use of current, digital and mobile technologies in support of teaching and learning
- g) Underpin their practice by reference to professional standards and evidence-based teaching and learning

The Learning and Skills Teacher will be able to:	The Learning and Skills Teacher will understand:
<p>Plan learning to:</p> <p>S1 meet programme requirements and deliver learning outcomes in a realistic context</p> <p>S2 ensure that learning activities are authentic in relation to workplace practice</p> <p>S3 encourage learners to develop:</p> <ul style="list-style-type: none"> o autonomy and resilience o personal and interpersonal effectiveness o social awareness and respect for others o essential employability skills <p>Design and deliver learning sessions and activities to:</p> <p>S4 engage learners to establish standards of behaviour, mutual respect and safe working</p> <p>S5 avoid and overcome unfair disadvantage and barriers to learning</p> <p>S6 develop mathematics and English skills necessary for vocational achievement</p> <p>S7 actively engage and inspire all learners and encourage them to set challenging goals</p> <p>S8 use resources that are inclusive and add value to learners’ development</p> <p>S9 use digital and mobile technologies in ways that are safe and support effective learning</p> <p>Facilitate individualised learning through:</p> <p>S10 access to up-to-date information, advice and guidance</p>	<p>Principles of effective programme design</p> <p>K1 how to organise and combine syllabus outcomes into meaningful/realistic learning opportunities</p> <p>K2 current and emerging workplace practice</p> <p>K3 evidence-based strategies to ensure that the learning process develops individuals to be highly effective within the workplace, with their families and in their communities</p> <p>Principles of effective learning</p> <p>K4 how to engage learners in maintaining ground-rules for safe and effective learning</p> <p>K5 the causes of unfair disadvantage and barriers to learning, and ways to overcome them</p> <p>K6 when best to use learning resources to support learners without excluding others</p> <p>K7 how to ensure that learning activities actively engage and challenge all learners</p> <p>K8 mathematics and English in the vocational context and opportunities and support for their development</p> <p>K9 current and emerging learning technologies and how they can be used safely and effectively</p> <p>Principles of individualised (differentiated) learning</p> <p>K10 sources of current information, advice and guidance</p>

The Learning and Skills Teacher will be able to:	The Learning and Skills Teacher will understand:
<p>S11 reference to initial and diagnostic assessment of learners' needs obtained at the start of and throughout the learner's journey</p> <p>S12 varied learning activities that naturally allow all learners to contribute</p> <p>S13 regular 360° feedback that empowers learners in their own development</p> <p>S14 regular formative assessment processes and updated individual learning plans</p> <p>S15 coaching (or referral) of learners' to address unhelpful behaviours or viewpoints</p> <p>S16 collaboration with relevant colleagues and professionals to support individual action plans</p>	<p>K11 effective use of initial and diagnostic assessment and their application at the start of or during a programme</p> <p>K12 ways for learners to develop or acquire skills and knowledge individually or as part of a team-based task</p> <p>K13 how to involve learners in understanding their own progress, and updating their learning records and plans</p> <p>K14 evidence-based models of coaching for learning and personal development</p> <p>K15 recognised coaching techniques and the circumstances in which referral may be necessary</p> <p>K16 how and where to access support for learners in achieving agreed developmental targets</p>
<p>Quality assure outcomes for learners through:</p> <p>S17 compliance with internal and external regulations, legislation and guidance in respect of:</p> <ul style="list-style-type: none"> ○ teaching, learning and assessment ○ recording, storing and sharing information relating to learners and learning ○ the physical and psychological safety of all learners <p>S18 seeking feedback from learners, colleagues and relevant others to support quality improvements in teaching and learning</p> <p>S19 continually updating their own knowledge and skills as a teaching professional and a subject specialist</p> <p>S20 using aggregated assessment data to review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners</p> <p>S21 supporting organisational development and quality improvement interventions</p>	<p>Quality assurance within the education context</p> <p>K17 the requirements and implications of:</p> <ul style="list-style-type: none"> ○ organisational policies and procedures ○ OFSTED Common Inspection Framework ○ awarding organisations ○ funding agencies ○ legislation (e.g. equalities and safeguarding) <p>K18 effective methods of securing valid feedback from stakeholders (e.g. learners, colleagues, employers) to support improvements, and how to triangulate feedback from a range of relevant sources</p> <p>K19 organisational, collaborative quality improvement strategies</p> <p>K20 the use of aggregated assessment data to inform personal and professional development and to identify and report gaps in progress for groups of learners</p> <p>K21 ways to access personal and professional development and to maintain vocational currency</p>

Entry Requirements – Individual employers may set any entry requirements but these may typically include:

- Competence in vocational and/or specialist subject at an appropriate level
- Confirmation of current vocational/specialist subject knowledge
- Up to date knowledge of workplace practice

Candidates may have achieved maths, English and ICT skills at Level 2 (equivalent to GCSE Grade C, or above) prior to commencing their training. Those that have not must achieve this prior to completion of the apprenticeship.

Qualifications – Outcomes of this standard **must** include:

- Level 5 Diploma in Education and Training
- Level 2 Safeguarding

All the above outcomes must be achieved before the end-point assessment.

Progression - With the employer's approval, the **LST** could progress onto curriculum/training leadership roles following an adequate period of experience teaching at this level, within the sector.

Review - The apprenticeship standard should be reviewed, after a maximum of 3 years.